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DOC 2015-02 Proposal for Bachelor of Science in Education, Middle Childhood Education/Intervention Specialist

School of Education and Health Sciences

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Approved: October 16, 2015

PROPOSAL TO THE ACADEMIC SENATE

Title: Proposal for Bachelor of Science in Education, Middle Childhood
Education/Intervention Specialist

Submitted by: School of Education and Health Sciences

Date: September 29, 2015

Action: Legislative authority

Recommended Citation

Reference Document 2014-04 Actions pertaining to degree programs and academic departments

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University of Dayton
Bachelor of Science in Education,
Middle Childhood Education/Intervention Specialist
Full Proposal

1. Rationale for the new program, definition of the focus of the program and a brief description of its disciplinary purpose and significance, including unique features of the program (e.g., international study, service learning, research, etc.).

- The middle childhood/intervention specialist (MC/IS) program came into being based on a grant awarded to the University of Dayton through the Ohio Dean's Compact. The purpose of the grant was to develop professional learning systems to more effectively meet the instructional needs of all students, including those identified as students with a disability, students who are English Language Learners (ELL), and other traditionally marginalized groups of learners.
- The focus of the MC/IS program is to develop candidates who are well prepared and qualified to teach students with disabilities and other learning difficulties. This program will be unique in that there is an integration of standards (crosswalk) between the middle childhood and special education program. The University of Dayton will be the first program in the state of Ohio to be able to award this licensure after approval at the Ohio Board of Regents. Nationally there are limited programs that offer this teaching degree.
- This new program will assist middle childhood teachers in their disciplinary specialties (math, science, social studies and reading/language arts) to write Individualized Educational Programs and use instructional strategies such as Response to Intervention to meet the needs of all students in their respective classes.

2. Description of the effect and actions to be taken (if any) on other degree programs and/or departments that are impacted by the proposed degree program.

- This project will involve the redesign and refinement of our intervention specialist and middle childhood courses, and clinical experiences to facilitate dual licensure. Recently the Department of Teacher Education finished restructuring and redesigning the coursework to facilitate and include a university issued Teaching English to Students of Other Languages (TESOL) certificate at the undergraduate level, and have developed a Dyslexia certificate that has been approved by the university and the International Dyslexia Association.

3. Prospective enrollment, including supporting evidence.

- It is anticipated that enrollment will remain steady. Currently, there are 30 students in the middle childhood program and 32 students enrolled in the intervention specialist program.

4. Efforts to attract and retain students from underrepresented groups.

- The Department of Teacher Education has been working on several fronts to attract and retain students from underrepresented groups for all licensure programs. Dr. Rochonda Nenonene has worked with Dayton Early College Academy (DECA) to sponsor a teacher academy. DECA students who indicate an interest in teaching meet regularly with Dr. Nenonene and other DECA faculty/staff to explore interest in teaching as a profession and also shadow practicing teachers. Dr. Nenonene has also established connection with other teacher academies in the Dayton region. Additionally recruiting efforts include developing partnerships with Dayton Public Schools and Sinclair Community College to develop pathways for aspiring teachers. Efforts to retain students from underrepresented groups include dean's office follow up with students who are experiencing challenges, departmental monitoring of concerns forms, outreach to students and SEHS liaisons with the Office of Multicultural Affairs.

5. Evidence of need for the new degree, including employment opportunities.

- According to the Ohio Department of Education, there is a shortage of intervention specialists in the State of Ohio, as well as nationally. This program's purpose is to prepare middle childhood teachers to be able to support students with disabilities in their own classrooms. Many classes are inclusive learning environments and this will assist the teacher in meeting the needs of all children.
- Currently 96 percent of the University of Dayton's 2012 Teacher Education graduates are either employed, in graduate school, or in an alternative service setting. The UD graduates are also more likely than other graduates from other Ohio universities to be teaching in high needs schools, 42% as compared to 29% of other graduates teaching in Ohio (OBR – Educator Preparation Performance Report 2013). This program can make a significant impact on the lives of the many students our graduates serve.

6. Identification of similar programs at the University and peer institutions.

- a. University of Dayton currently has a dual licensure program for early childhood education and early childhood intervention specialist. Approximately half of UD candidates, 2014 (30 out of 66) selected licensure as early childhood/intervention specialists as undergraduates. In a field heavy with competition, 87% of our early childhood graduates are employed demonstrating high quality of UD graduates.
- b. The University of Dayton would be the only university in the State of Ohio that offers a dual licensure in middle childhood/intervention specialist.

7. Description of the proposed curriculum.

- a. The focus of this program is to develop candidates that are prepared and qualified to teach students with disabilities and other learning difficulties. This will be accomplished by

developing a dual licensure program for middle childhood/intervention specialist to meet the needs of all students.

- b. Both our middle childhood and intervention specialist programs have been approved by their respective national Specialized Professional Associations (Association for Middle Level Education – AMLE and Council for Exceptional Children – CEC). All courses in the middle childhood and intervention specialist programs have been included in an integration of standards (crosswalk) delineating an alignment between CEC standards, AMLE standards and program standards. This process has strengthened the programs and department as a whole. The revising and aligning of the courses across the department with the CEC standards ultimately ensures that all of our candidates are better qualified to meet the needs of students with disabilities and other learning needs. The second crosswalk was an integration of standards for the State of Ohio encompassed the alignment for all four content areas, reading/literacy courses, middle childhood core courses and intervention specialist courses.

CEC standards were aligned with the following eight UD courses

EDT 110	The Professional of Teaching
EDT 222	Middle Childhood to Young Adult Development in a Diverse Society
EDT 425	Middle School Principals and Practices
EDT 427	Mathematics for Middle Childhood
EDT 350	Foundations of Literacy through Literature
EDT 450	Phonics, Spelling and Vocabulary
EDT 452	Digital Literacies, ELL, and Content Reading Strategies; and
EDT 458	Reading, Writing and Assessment – Middle Childhood

The following courses are currently taken only by our intervention specialist candidates but are designed to meet all candidates' needs

EDT 342	Behavior Management
EDT 343	Introduction to the Education of Learners with Mild/Moderate Learning Needs
EDT 344	Collaborating with Families, Professional and Agencies
EDT 442	Assessment: Mild/Moderate
EDT 443	Curriculum: Mild/Moderate; and
EDT 444	Instructional Strategies: Mild/Moderate

8. Availability and adequacy of the staff, faculty, resources, etc.

- a. Current faculty will staff this new program with the exception of a search for replacement faculty based on a retirement from the intervention specialist program.
 - i. Dr. Connie Bowman
 - ii. Dr. Joni Baldwin
 - iii. Dr. Rochonda Nenonene
 - iv. Dr. Stephen Richards
 - v. Dr. Catherine Lawless Frank
 - vi. Dr. Jacqueline Arnold
 - vii. Dr. Treavor Bogard
 - viii. Dr. Rachel Collopy
 - ix. Dr. Mary Kate Sableski
 - x. Connie Mathes

9. Projected additional investment associated with the program and evidence of institutional commitment and capacity to meet this financial investment.

- a. No additional funds required.

APPENDIX A:

LETTERS OF

ENDORSEMENT



November 15, 2013

To Whom It May Concern:

I am writing in support of the *Improving the Capacity of Ohio Institutions of Higher Education to Prepare All Educators to Meet the Needs of All Learners* proposal by Drs. Baldwin, Bowman, and Frank to the Ohio Dean's Compact for Exceptional Children.

This proposal has three notable strengths. First, the Department of Teacher Education has strong programs in Early Childhood, Middle Childhood, and Intervention Specialist Education. The Department of Teacher Education recruits strong students; the five-year average ACT score for Teacher Education students is 25. Our programs require significantly more field experience and student teacher hours than our peer Ohio institutions. Our students have a high level of post graduate success. To be specific, 90% of our graduates have attained employment in education or enrolled in graduate school over the last three years. Finally, the 2012 Ohio Board of Regents *Educator Preparation Performance Report* showed that 84% of the students taught by our Teacher Education graduates demonstrated academic growth that met or exceeded expectations. We have an excellent group of teacher candidates and a highly skilled and committed faculty that is able to innovate and implement solutions to contemporary challenges in P-12 education. We believe these resources would support the success of the proposed program.

The second strength is the Department's long tradition of preparing Teacher Education students to attain dual degrees and additional endorsements. For example, 50% of our 2012 Teacher Education graduates attained at least one additional license endorsement. Further, approximately 50% of our Adolescence-to-Young Adult students receive dual degrees. Our faculty designs programs to maximize student skill acquisition to prepare them for a high level of success upon entry into P-12 education. I believe this commitment and experience provides a solid foundation for the success of this proposal.

SCHOOL OF EDUCATION & HEALTH SCIENCES

Kevin R. Kelly, Ph.D.

Dean

300 College Park Dayton, OH 45469-0510

Phone: (937) 229-3327 Fax: (937) 229-3199 Email: kkelly1@udayton.edu

The third strength lies in the details of the proposal, which provides a plan for infusing CEC standards across departmental courses. This plan will create undergraduate or graduate pathways for Early and Middle Childhood candidates to pursue dual licensure. The proposal also will create a special education certificate. These options will increase candidate preparedness for teaching students with diverse learning needs according to CEC standards.

The School of Education will fully support the efforts of Drs. Baldwin, Bowman, and Frank to implement the proposal. We believe the innovations described in this proposal will enrich our Department of Teacher Education and better prepare our graduates to meet the learning needs of all Ohio children.

Sincerely,

A handwritten signature in black ink, appearing to read 'K. Kelly', written in a cursive style.

Kevin R. Kelly, Ph.D.
Dean



November 13, 2013

To Whom It May Concern:

I am writing to express the University's support for the *Improving the Capacity of Ohio Institutions of Higher Education to Prepare All Educators to Meet the Needs of All Learners* proposal from the University of Dayton Department of Teacher Education.

Our Teacher Education Department has a long history of preparing professionals to meet the evolving needs of PK-12 education. This proposal will enable the Department to continue that tradition by preparing teacher education candidates who are better qualified to teach students with disabilities and other learning difficulties. The funding from this grant will create innovative pathways for early and middle childhood education students to earn either a certificate or dual licensure in special education.

The Office of the Provost will work with the program personnel to accomplish the goals of this proposal.

Sincerely,

Joseph E. Saliba, Ph.D.

Provost

APPENDIX B:

CONSULTATION LOG

CONSULTATIONS

Who	Action	When
Department of Teacher Education	Introduction of grant agreement pursue	November 2013
Dean Kelly	Letter	November 2013
Provost Saliba	Letter	November 2013
MCE/IS Program Meeting	Program development	February 2014 – May 2015 Example: March 12, 2014
Department of Teacher Education Advisory Board	Introduce MC/IS Grant	May 5, 2014
Department of Teacher Education	Update to department	November 2014
Department of Teacher Education	Introduced new program	January 2015
Department of Teacher Education	Vote to approve new MC/IS program	February 2015
UAAC	Vote to approve	February 2015
Principals meeting	Inform and receive feedback	May 2015
Department of Teacher Education Advisory Board	Information/discussion	May 12, 2015
OBR	Letter approval	June 2015
ECAS	Moved to APC	September 2015
APC	Moved to ECAS	September 2015
Senate	Moved for vote	October 2015

Department of Teacher Education Advisory Board Meeting Minutes

May 12, 2015

Attendees: C. Bowman, K.J. Brown, L. Dorn, K. Lawless Frank, C. Gallagher, M.K. Kelly, D. Lawrence, C. Mathes, M. K. Sableski, S. Viets, K. Kinnucan-Welsch, J. Wolff, C. Zinck

1. Welcome
2. Individual Introductions
3. Purpose of the Meeting
 - a. Staying connected with partners
 - b. Creating awareness for new additions to our program
 - c. Get feedback on meeting partner needs
4. UD Graduate Data
 - a. 99% last year's graduates were hired, went on to grad school, or were performing service
 - b. This year the department had 2 Fulbright Scholarship recipients
 - c. The department continues to receive positive feedback from graduates about how well the curriculum prepared them to teach and lead
 - d. 68-74% of our graduates are teaching in urban settings
 - i. Our new Urban Teacher Certificate will help prepare preservice teachers to work in urban settings
 - e. RESA participation of UD grads is at 90% in the 3rd year of teaching
5. Updates
 - a. STEM Certificate
 - i. The certificate will acknowledge advanced coursework in science, technology, engineering, and mathematics studies
 - ii. Districts are looking for teachers trained in STEM areas
 - iii. The certificate is available for each grade band (ECE, MCE, and AYA)
 - iv. NCSS – Chose to profile UD at their conference with short video of program highlights
 - v. UD one of only two higher education institutes offering STEM in ECE
 - b. edTPA
 - i. 164 UD students completed edTPA this year, nationally over 20,000 students completed edTPA
 - ii. CEs often question what they need to support edTPA completion and the answer is to assist interns in selecting a central focus for their lessons in accordance with edTPA rubric 1
 - iii. Overall support/mentorship will be handled by UD
 - iv. edTPA measures a range of capabilities and aligns with RESA
 - v. edTPA is now the transitional piece between UD and 1st year in the classroom

- vi. Passing edTPA indicates adequate preparation for the 1st year of teaching in own classroom
- vii. Note of caution – edited videos are flagged and given a zero grade because edTPA video submissions are required to be completely unaltered for submission
- viii. Our process is getting better each year as we backwards map our curriculum to integrate edTPA throughout our programs
- ix. edTPA is good to put on a resume
- x. Although Ohio does not require edTPA for licensure, 22 other states do require it and UD graduates are able to broaden their employment offer opportunities if they wish to teach outside Ohio
- xi. C. Bowman – one important element of edTPA is the assessment component which traces the use of assessment data to inform instructional practice as well as feedback to children
- c. Dyslexia Certificates
 - i. We offer UG and G certificates
 - ii. In-service teachers can come and get advanced coursework (3 courses) which would prepare them to better attend to the needs of children in their classrooms with dyslexia
 - iii. These certificates are issued by the University and are not an endorsement or credential to an existing teaching license, as such the UD certificates do not qualify teachers to tutor or engage in dyslexia therapy
 - iv. This advanced coursework is meant to better inform pre- and in-service educators to work with students with dyslexia and is intended to be another “tool” for selecting appropriate implementation of interventions
- d. TESOL Endorsement/Certificates
 - i. Addresses the growth in ELLs and the need for pre-and in-service teachers to be competent in working with them
 - ii. The UG and G certificates often are pursued by international students looking to teach in their country of origin, those intending to serve/teach outside the U.S., and individuals who teach outside K-12 environment (i.e. college instructors)
 - iii. The G endorsement is issued by the state and qualifies someone to be an ESOL specialist
 - iv. Coming this summer – we are offering seminar from guest instructor for either class or workshop credit
 - 1. The seminar will provide information on using the RTI model when working with ELLs
- ~~*~~ e. MC/IS Dual Licensure ~~*~~
 - i. This new opportunity will be available to UGs entering Fall 2016 and is only intended for individuals looking to be in middle level classrooms, although graduates of the program will be able to obtain MC licensure as well as an IS license for K-12
 - 1. Our IS program will remain a standalone option

Teacher Education Advisory Board
May 5, 2014

Present: D. Berry, C. Bowman, T. Collins, L. Dorn, S. Ferguson, S. Gabert, K. Kinnucan-Welsch, K. Lawless, T. Moore, D. Taylor, C. Zinck, J. Wolff

Certificate Updates:

Dyslexia Certificate – 3 courses to take to get this certificate. We are in the process of visiting schools to discuss the certificate. All of our students will graduate with this certificate. Right now we have the certificate in the hands of IDA for endorsement. It was sent back because citations were not complete. Mary-Kate Sableski at OD (Masters Training) this week. This certificate is basically one more course (tutoring 101 with students with dyslexia).

Catholic Certificate – John White and Susan Ferguson worked on this. The Undergraduate certificate is ready for our students. They are still working on the Graduate Certificate. (Students will take 3 courses: - Forum of Catechetical Leaders, Culture of Catholic Schools, and History of K-12 Catholic Schools in the US in Their Cultural Context.

UTA Certificate – 3 additional courses. The reason we created the UTA certificate was because not every student can go through the Urban Teacher Academy. 70% of teachers are teaching in Urban Schools (Louisville, Cleveland, Charlotte, and Chicago). UD students are interviewing for teacher positions 8 together.

* **IS Grant** – Connie Bowman, Joni Baldwin, and Katie Lawless wrote a grant for Middle Childhood IS (more inclusion specialists – 4 – 9 grades). Two focus areas and Special Education will be included for Middle Childhood students. Our students will be much better prepared when the graduate. Skills to write IEP, read ETR. This will all be included in their 4 year program. Adding another 7 hours to program. It maybe certificate. It was to be innovative when we wrote the Grant. Cheryl Zinck said they are starting to move students in grades 4-9 to regular classes. They need to start taking the same classes as other students.

We need Feedback/recommendations from you:

Lori Dorn said we need this in public schools. Good for Middle School – great combo. Had been wondering Why can't UD come with Special Education? Susan Ferguson said we have to be careful with credit hours. What is more helpful 4 & 5 grade endorsement? Student comes out with dual licensure. We need grades 4-9. OBR asked what your obstacles are. Cheryl Zinck said 10 students for IEP. There are probably another 20/30 that RI's. We need help with IEP's/RTI's. Need help with writing IEP's. How can we hold the IS students accountable for the same knowledge?

We need recommendations from you to get practicing teachers on our team. Credentials a plus. As principal it would raise dialogue on working with all students.

Susan Ferguson said we need to identify what skills are the most essential skills for skills at all levels. Differentiation in curriculum (Universal Design Learning). When teachers differentiate (high, medium, low) you make it difficult or easier for students. It is important because

High School Principals Meeting- May 15, 2015

Fitz Hall Room 676- 11:30-1:30pm

Meeting began at 12:15pm

1. Dr. Bowman opened by talking about Chalk & Wire
2. Professor Mathes talked to meeting participants about EdTPA and its value and importance to students.
3. Dr. Nenonene spoke about the Urban Teacher Certificate
 - The question was asked if she would be willing to go to local schools and do trainings on diversity and culture in the schools.
4. Dr. Sableski talked about the Dyslexia certificate and shared why this certificate is so beneficial and crucial for teachers.
5. Dr. Bowman spoke about TESOL and promoted the guest speaker that will be coming to UD in June.
6. Dr. Kelley talked about the STEM certificate
 - How is UD picking CT's in early childhood placements?
 - We haven't, we are placing students in whatever class they are assigned for student teaching
 - Some placements for MC are in STEM schools
- * 7. MC/IS Grant- Dr. Lawless *
8. Tracy Collins with EFO update

**Governance Meeting
February 11, 2015**

Present: S. Adams, M.L. Andrews, C. Apisa, J. Arnold, J. Baldwin, D. Barnhart, T. Bogard, C. Bowman, T. Collins, R. Collopy, J. Comingore, B. Engelhardt, L. Evans, T. Falk, S. Ferguson, C. Gallagher, P. Hart, M.K. Kelly, K. Lawless Frank, C. Mathes, A. Middleton, S. Mize, R. Nenonene, S. Richards, M.K. Sableski, G. Scheuermann,, S. Viets, J. Watras, J. White

Excused: J. Herrelko, D. Hunn, K. Kinnucan-Welsch

Prayer by S. Ferguson.

Announcements:

Writing Tip: Appeared in AERA Researcher – Very few people replicate studies. But every study ends up with someone replicating it. An example of this is DECA

EDT-504 (Scholarly Studies in Education) Course Vote

This course will focus on academic planning, information literacy, scholarly writing, collaboration and independent writing, source analysis and argument construction. This course is the first course in the sequence of courses that culminate in earning the new M.S.E. in Leadership for Educational Systems degree. J. White made a motion to approve the EDT-504 course for the new M.S.E. in Leadership for Education Systems degree. S. Adams seconded. All were in favor (22). Motion passed.

EDT-303 (School, Self, & Society) CAP Course Vote

EDT-303 CAP Course proposal (School, Self, & Society) was already voted on last year and went to UAAC, and UAAC made recommended changes. We have this course at the Graduate level (EDT-505). S. Richards made a motion to accept EDT-303 as a CAP Course. T. Falk seconded. All in favor (22). Motion passed.

Dyslexia Certificate

Two courses added for Practicum (3 hours each). M.K. Kelly made a motion to approve the Dyslexia Certificate. R. Collopy seconded. All in favor (22). Motion passed.

Urban Teacher Certificate

Urban Teacher Certificate was discussed last Fall. R. Collopy made a motion to approve the Urban Teacher Certificate. P. Hart seconded. All in favor (22). Motion passed.

EDT-580 Deactivating Course in Catalog

IS requested that EDT-580 be deactivated. T. Falk made a motion to deactivate EDT-580 in the course catalog. C. Mathes seconded. All in favor (22). Motion passed.

EDT-680-685 Deactivate Courses

At this time we do not want to deactivate EDT-680-685. This agenda item is being tabled.

Vote EDT-110 (2 credit hours to 3 credit hours) & EDT-110L (1 credit hour to 0 credit)

B. Engelhardt made a motion to change the credit hours for EDT-110 from 2 to 3 and EDT-110L from 1 to 0. C. Mathes seconded. All in favor (22). The motion passed.

✱ IS/MCE Dual Licensure Program - Vote ✱

IS/MCE Dual Licensure Program will have no new courses added, but lab time will be rearranged to eliminate EDT-425L and add EDT-452L – just bringing in some EDT IS courses and splitting student teaching. Course changes already approved. J. Baldwin made a motion to approve the IS/MCE Dual Licensure Program. P.Hart seconded. 19 in favor, 2 abstained. Motion passed.



Connie Bowman <cbowman1@udayton.edu>

SEHS new degree program proposal

4 messages

Carissa Krane <ckrane1@udayton.edu>

Thu, Sep 24, 2015 at 11:05 AM

To: Linda Hartley <lhartley1@udayton.edu>, Connie Bowman <cbowman1@udayton.edu>
Cc: Kevin Kelly <kkelly1@udayton.edu>, Joseph Valenzano III <jvalenzanoiii1@udayton.edu>

Dear Linda and Connie,

I wanted to follow up with both of you regarding the new degree program proposal that was discussed at an ECAS meeting in September.

The proposal went to APC for discussion. The APC recommends that the Senate discuss and vote on the SEHS new degree program proposal at the next senate meeting scheduled for October 16. The materials for this Academic Senate meeting will be distributed likely next week, since midterm break is coming up. In order to formally move the proposal to the senate for action, the degree proposal will need to be formatted in the appropriate senate DOC format. I will check with Jackie to see what DOC number it will be assigned.

Could you please send me the proposal in an Academic Senate Document format by next Wednesday, Sept 30, so ECAS can approve the doc for inclusion in the senate meeting materials?

The ECAS would also like to invite both of you to attend the Senate meeting in case there are any questions. Since this is coming from the SEHS, the ECAS was wondering if Kevin Kelly, or an SEHS senator would like to present this to the Senate? An alternative would be to have the chair of APC, Joe Valenzano present the document to the Senate. However, he is less familiar with the history than perhaps either Kevin or an SEHS senator. Please let us know who you suggest should present this document to the Senate for discussion.

Please let me know if there are any questions. I look forward to hearing from you.

Warm regards,
Carissa

--
Carissa M. Krane, PhD
Professor, Biology
President, Academic Senate
University of Dayton
300 College Park
Dayton, OH 45469
Office: (937)229-3427
ckrane1@udayton.edu

Connie Bowman <cbowman1@udayton.edu>

Thu, Sep 24, 2015 at 11:12 AM

To: Carissa Krane <ckrane1@udayton.edu>
Cc: Linda Hartley <lhartley1@udayton.edu>, Kevin Kelly <kkelly1@udayton.edu>, Joseph Valenzano III <jvalenzanoiii1@udayton.edu>

Carissa,

I will ask Kevin and see if he wants to present or our SEHS senator. Thank you for the information. I met with Jim Dunne and will have all his edits completed today in CIMS. I will check and see the format for the Academic Senate Document and have it ready by next week.

Thanks,

Connie

Connie L. Bowman, Ph.D.
Chair
Teacher Education
University of Dayton
937-229-3348
[Quoted text hidden]

Carissa Krane <ckrane1@udayton.edu>
To: Connie Bowman <cbowman1@udayton.edu>

Thu, Sep 24, 2015 at 11:16 AM

Hi Connie,

The info on formatting can be found at the end of the Processes and Procedures doc available on the Academic Senate website.

<https://www.udayton.edu/academicsenate/>

http://ecommons.udayton.edu/senate_docs/237/

Warm regards,
Carissa
[Quoted text hidden]

Linda Hartley <lhartley1@udayton.edu>
To: Connie Bowman <cbowman1@udayton.edu>

Thu, Sep 24, 2015 at 12:38 PM

Thank you Connie. Please let me know if I may be of any assistance. I am attaching an excerpt from the 2014 Senate document - new program proposal format instructions - for your convenience, as well as a recent sample proposal. (interesting that I could not find recent undergraduate samples!)


I plan to attend the October senate meeting as well.

Linda

On Thu, Sep 24, 2015 at 11:12 AM, Connie Bowman <cbowman1@udayton.edu> wrote:
[Quoted text hidden]

--
Linda A. Hartley, Ph.D.
Professor
Associate Dean for Undergraduate Learning
School of Education and Health Sciences
University of Dayton
937-229-3232
lhartley1@udayton.edu

2 attachments

 **From DOC 2014 Program proposal format.docx**
16K

 **DOC 2014-10 Proposal for MS in Education - Leadership for Educati.pdf**
1761K

APPENDIX C:
OBR APPROVAL LETTER



Board of Regents

University System of Ohio

John R. Kasich, Governor
John Carey, Chancellor

REQUEST AND RECOMMENDATION

University of Dayton

Mild to Moderate Intervention Specialist and Middle Childhood Education Dual License Program

Request:

University of Dayton requests approval to offer an undergraduate level program leading to both the Ohio Mild to Moderate Intervention Specialist License and the Ohio Middle Childhood Education License.

Profile:

University of Dayton is a private, not-for-profit research university affiliated with the Catholic church. The university was founded in 1920 with a specific mission to educate the whole person, linking learning and scholarship with leadership and service. Located in Dayton, Ohio, the university has an enrollment of more than 8,000 undergraduates with nearly 3,000 graduate and professional students.

Accreditation/Authorization:

University of Dayton is accredited by the Higher Learning Commission (HLC) until its next scheduled review in 2018. University of Dayton's educator preparation programs are accredited by National Council for Accreditation of Teacher Education (NCATE) until the next review in 2016.

Background:

University of Dayton is submitting its request to ensure program alignment with Ohio standards and requirements. Programs leading to the Ohio Mild to Moderate Intervention Specialist License are valid to prepare candidates to provide intervention to kindergarten through grade 12 students with mild to moderate disabilities. Programs leading to the Ohio Middle Childhood Education License are valid to prepare candidates to teach two of the following content areas: English language arts, mathematics, science or social studies in grades 4 through 9. University of Dayton offers the program leading to both the Ohio Mild to Moderate Intervention Specialist License and the Ohio Middle Childhood Education License at the undergraduate level.

Recommendation:

University of Dayton's program leading to both the Ohio Mild to Moderate Intervention Specialist License and the Ohio Middle Childhood Education License meets the Chancellor's requirements for program approval and the State Board of Education's minimum standards for undergraduate level programs leading to both the Ohio Mild to Moderate Intervention Specialist License and the Ohio Middle Childhood Education License. Approval is recommended for University of Dayton's undergraduate level program leading to both the Ohio Mild to Moderate Intervention Specialist License and the Ohio Middle Childhood Education License until the spring 2022 review cycle. It should be noted that the university must provide

inter-rater reliability assessment data on the program to the Chancellor's staff in summer 2017 and summer 2019 to maintain approval.

End of Comment Period: May 28, 2015 at 5:15pm

No comments received, recommend approval

RECOMMENDATION

The Associate Vice Chancellor of P-16 Initiatives has verified that this institution has met the standards and requirements of the Ohio Board of Regents.

Rebecca L. Watts

Rebecca Watts, Associate Vice Chancellor of P-16 Initiatives

5/29/2015
Date

APPROVAL

John Carey

John Carey, Chancellor

6/1/2015
Date

APPENDIX D:

4 Year Plan

UNIVERSITY OF DAYTON
SCHOOL OF EDUCATION AND HEALTH SCIENCES CHECKSHEET
BSE.EIM MIDDLE CHILDHOOD/INTERVENTION SPECIALIST DUAL LICENSURE
Middle Childhood Education (Grades 4-9) and Intervention Specialist (Grades K-12)
Approved for students beginning Fall 2015

COMMON ACADEMIC PROGRAM		PROFESSIONAL EDUCATION COURSES	
Humanities Commons		EDT 109 Personal Aspects of Teaching	1
HST 103 The West and the World	3	EDT 110 The Profession of Teaching	3
REL 103 Introduction to Religion	3	EDT 110 Lab	0
PHL 103 Introduction to Philosophy	3	EDT 222 EMS to EYA Dev. in a Diverse Society	3
ENG 100 Writing Seminar	3	EDT 222 Lab	0
Second Year Writing Seminar		EDT 305 Philosophy & History of American Education	3
ENG 200 Writing Seminar II	3	EDT 321 Classroom Envir. For Middle Childhood	3
Oral Communication		EDT 321 Lab	0
CMM 100 Principles of Oral Communication	3	EDT 340 Edu. Diverse Student Pops. In Incl. Settings	3
Mathematics		EDT 340 Lab	0
MTH 207 Intro. to Statistics	3	EDT 350 Foundations of Literacy through Literature	3
Social Science		EDT 425 Middle School Principles and Practices3
SSC 200 Social Science Integrated	3	Choose two of the following four	3 and 3
Arts		EDT 426 Reading/Lang. Arts for Middle Childhood	
VAE 232 Integrating Visual Culture	3	EDT 427 Math for Middle Childhood	
Natural Sciences		EDT 428 Science for Middle Childhood	
SCI 190 The Physical Universe	3	EDT 429 Social Studies for Middle Childhood	
GEO 204 Geology for Teachers	4	EDT 441 Adapting Content Studs for Stu. With Special Needs	3
Crossing Boundaries (Variable Credits)		EDT 441 Lab	0
Faith Traditions (Select from list of Adv. REL/PHL)	3	EDT 442 Assessment: Mild/Moderate	2
Practical Ethical Action: EDT 305	3	EDT 442 Lab	0
Inquiry: SCI 230 Organisms, Evolution and Environment	3	EDT 444 Instructional Strategies: Mild/Moderate	3
Integrative: EDT 340	3	EDT 450 Phonics, Spelling and Vocabulary	3
Advanced Study in PHL/REL and Historical Studies		EDT 452 Digital Literacies, ELL and Content Rdg Strategies	3
Advanced Philosophy (EDT 305)	3	EDT 452 Lab	0
Advanced REL (Faith Traditions requirement)	3	EDT 458 Reading, Writing and Assessment - Middle Childhood	3
Historical Study: HST 251 American History to 1865	3	EDT 458 Lab Middle Level (4-9) Field Internship	1
Diversity And Social Justice:		EDT 423 Middle Childhood Capstone Seminar	3
EDT 222 EMS to EYA Dev. in a Diverse Society	3	EDT 474 Student Teaching—Middle Childhood	9
Major Capstone		EDT 476 Student Teaching—Intervention Specialist	6
EDT 423 Middle Childhood Capstone Seminar	2	Additional Program Requirements:	
		SCI 190L The Physical Universe Laboratory	1
		Concentrations Areas	
		Select two concentration areas: Mathematics, Science, Social Studies, and Reading/Language Arts.	
		124 semester hours are required for graduation. Transfer students are required to have 54 semester hours from a four year institution, the last 30 of which must be upper level courses taken at the University of Dayton.	
		Successful completion of EDT 110 and lab and a 3.0 cumulative grade point average are required overall and in professional education courses to continue in the program, to student teach, and to be licensed.	

- This checksheet is for general information purposes only. Please see DegreeWorks for accurate information regarding your program requirements.
- The Ohio Assessments for Educators (OAE) licensure tests/assessments are required. Information can be found at the OAE website: <http://www.oh.nesinc.com>.
- Educator licensure tests and qualifying scores listed in the ODE charts and on the ODE website are subject to change by the Ohio State Board of Education.

DEPARTMENT OF TEACHER EDUCATION
EXAMPLE 4 YEAR PLAN
BSE, EIM DUAL-LICENSURE: MIDDLE CHILDHOOD (Gr. 4-9) & INTERVENTION SPECIALIST EDUCATION (Gr. K-12)

First Year Semester 1		Second Year Semester 1		Third Year Semester 1		Fourth Year Semester 1	
Course	Credits	Course	Credits	Course	Credits	Course	Credits
EDT 109	1	EDT 222	3	EDT 321	3	EDT 458	3
CMM 100	3	EDT 222L—MC	0	EDT 321L—MC	0	EDT 458L—MC	1
HST 103	3	CAP ADV Historical St—HST 251	3	EDT 350	3	EDT 426, 427, 428, or 429	3
MTH 207	3	CAP Social Science—SSC 200	3	Concentration 5	3	EDT 426, 427, 428, or 429	3
PHL 103	3	Concentration 1	3	Concentration 6	3	Concentration 11	3
SCI 190	3	Concentration 2	3	Concentration 7	3	EDT 444	3
SCI 190L	1	EDT 305	3	Concentration 8	3	EDT 442	2
						EDT 442L—IS (MC)	0
Total Semester Credits	17	Total Semester Credits	18	Total Semester Credits	18	Total Semester Credits	18

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First Year Semester 2		Second Year Semester 2		Third Year Semester 2		Fourth Year Semester 2	
Course	Credits	Course	Credits	Course	Credits	Course	Credits
EDT 110	3	EDT 340	3	EDT 425	3	EDT 423	3
EDT 110L—MC&IS (ECE)	0	EDT 340L—IS (AYA)	0	EDT 450	3	EDT 474—MC (9 wks)	9
ENG 100	3	CAP Inquiry—SCI 230	3	EDT 452	3	EDT 476—IS (6 wks)	6
REL 103	3	ADV REL/Faith Traditions	3	EDT 452L—IS (ECE)	0		
GEO 204	4	ENG 200	3	Concentration 9	3		
CAP Arts—VAE 232	3	Concentration 3	3	Concentration 10	3		
		Generalist Endorsement—MTH214	3	EDT 441	3		
		OR Concentration 4		EDT 441L—IS (AYA)	0		
Total Semester Credits	16	Total Semester Credits	18	Total Semester Credits	18	Total Semester Credits	18

*Courses listed in bold must be taken the term in which they are listed. **Study abroad is recommended any summer semester. Study abroad for a semester is recommended for either Fall or Spring of sophomore year.
***It is recommended adding appropriate courses to get the two Generalist Endorsements on your Middle Childhood license. Detailed information is listed below.

MIDDLE CHILDHOOD GENERALIST ENDORSEMENT

To add to other teaching areas GRADES 4 – 6 to a Middle Childhood license

Mathematics	Reading/Language Arts	Science	Social Studies
Prerequisite: an approved 3 sem hr math course (MTH 207 recommended)	Prerequisite: Reading Core courses	Prerequisite: SCI 190 w/lab & SCI 210 w/lab (or GEO 204)	Prerequisite: HST 103
MTH 214 Mathematical Concepts for MS 3	EDT 458 Reading, Writing & Assessment in MC 3	SCI 230 Organisms, Evolution & Environment 4 & Lab	HST 251 American History to 1865 3
EDT 542 MC Mathematics 4-6 General Methods	EDT 541 MC Reading/Language Arts 4-6 General Methods	EDT 543 MC Science 4-6 General Methods	EDT 544 MC Social Studies 4-6 General Methods
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Dual License (EIM) Middle Childhood/Intervention Specialist Education Program

Two of following concentration areas must be completed for the dual license

Reading/Language Arts Concentration:

27 Total Semester Hours

Required Courses:	Credit Hours
EDT 426 Read/Lang. Arts for Middle Childhood	3
CMM 100-Principles of Oral Communication	3
ENG 100-Writing Seminar I	3
ENG 200-Writing Seminar II	3

Choose one:

VAE 232 Integrating Visual Culture	3
Or CMM 201-Foundations of Mass Communication	
Or MUS 303-Introduction to Musics of the World	
Or THR 105-Introduction to Theatre	

Choose one:

ENG 204-Major American Writers	3
Or ENG 305-Survey of American Literature	

Choose one:

ENG 205-Major World Writers	3
Or ENG 322-Masterpieces of World Literature	

Choose one of the following seven:

ENG 333-Images of Women in Literature	3
Or ENG 334-Modern Men-Images	
Or ENG 335-African American Literature	
Or ENG 336-Gender and Fiction	
Or ENG 339-American Indian Literature	
Or ENG 340-The Prison and Culture	
Or ENG 383-Tragic Dilemma	

Choose one:

ENG 470-History of English	3
Or ENG 472-The Structure of English	

27 Total Semester Hours

Required Courses:

Required Courses:	Credit Hours
EDT 429 Social Studies for Middle Childhood	3
SSC 200-Social Science Interdisciplinary	3
HST 103-The West & the World	3
HST 251-American History Since 1865	3
ECO 203-Principles of Microeconomics.	3
Or ECO 204-Principles of Macroeconomics	
GEO 103-Principles of Geography.	3
POL 201-The American Political System	3

Choose one:

HST 302-History of Ancient Greece	3
HST 303-History of the Roman Republic	3
HST 305-Early Medieval Europe	3
HST 307-Renaissance and Reformation	3
HST 324-Comparative Nationalism	3
HST 332-History of Modern East Asia	3
HST 333-The Making of Modern Middle East	3
HST 334-History of the Palestinian-Israeli Conflict	3
HST 337-History of Africa: 19 th Century to the Present	3
HST 339-Gandi's India	3
HST 353-History of Women in Eur. Society	3
HST 354-History of Women – Middle East	3
HST 357-Latin America in the 20 th Century	3
HST 358-Social & Cultural History of Latin America	3
HST 378-Immigration History	3
HST 382-History of Mexico	3
HST 384-Economic History of Latin American	3

Choose one:

HST 351-American Gender & Women's History	3
Or PSY 443-Psychology of Women	
Or SOC 322-Sex Roles & Society	
Or SOC 332-Sociology of Women	

Mathematics Concentration:

24 Total Semester Hours

Required Courses:	Credit Hours
EDT 427 Math for Middle Childhood	3
MTH 207-Introduction to Statistics	3
MTH 214-Math Concepts For Mid. School Teachers	3
MTH 215-Algebra Functions & Graphs	3
MTH 216-Calculus Concepts & Applications	3
MTH 266-Discrete/Finite Math-Mid. School Teachers	3
MTH 270-Geometry Concepts & Applications	3
MTH 295-Historical Roots of Elementary Math	3

Science Concentration:

28 Total Semester Hours

Required Courses:

Required Courses:	Credit Hours
EDT 428 Science for Middle Childhood	3
SCI 190-The Physical Universe & SCI 190 Lab	4
SCI 220-The World of Chemical & SCI 220 Lab	4
SCI 230-Organisms, Evo., Environment & SCI 230 Lab	4
PHY 250- Descriptive Astronomy	3
Or PHY 108-Physical Science of Light & Color	
GEO 109-Earth, Environment, & Society	3
GEO 204-Geology for Teachers	4
BIO 395-Global Environ. Bio	3

Social Studies Concentration:

Field Experience Requirements for MC/IS Dual-Licensure Program

Course Number & Title	Type of Field Experience	Required Number of Hours	Supervision
EDT 110L The Profession of Teaching Lab	IS Setting (ECE; K-3) Middle Childhood Setting (Grades 4-9) Urban School Placement	10 hours & 10 hours; 2 hrs/wk for 10 wks	Cooperating Teacher
EDT 222L Young Adolescent Development for MC/AYA Lab	MC (Grades 4-9) Urban Charter School	20 hours; over semester case study	Cooperating Teacher and University MC Faculty
EDT 340L Educating Diverse Learners in Inclusive Settings Lab	IS Setting (AYA; Grades 9-12) Urban/Suburban	20 hours; over semester	Cooperating Teacher and University IS Faculty
EDT 321L Classroom Environment in MC Lab	Middle Childhood Setting (Grades 4-9) Urban/Suburban	20 hours; 2 hrs/wk for 11 wks	Cooperating Teacher and University MC Faculty
EDT 441L Addressing Content Standards for Students with Disabilities Lab	IS Setting (AYA; Grades 7-12) Urban/Suburban	20 hours; 2 hrs/wk for 11 wks	Cooperating Teacher and University IS Faculty
EDT 452L Digital Literacy, ELL and Content Reading Lab	IS Setting (ECE; K-3) Urban/Suburban	20 hours; 2 hrs/wk for 11 wks	Cooperating Teacher and University IS/Reading Faculty
EDT 442L Access: Mild/Moderate Lab	MC (Grades 4-9) IS Inclusive Setting Urban/Suburban	30 hours; 6 hrs/wk for 8 wks & all a.m. for 4 wks	IS Cooperating Teacher and University IS Faculty (Year internship on a MC team working with both MC & IS CT)
EDT 458L Senior Year Methods Block Lab	MC (Grades 4-9) IS Inclusive Setting Urban/Suburban	60 hours 6 hrs/wk for 8 wks all a.m. for 4 wks	MC Cooperating Teacher and University MC Faculty (Year internship on a MC team working with both MC & IS CT)
EDT 474 Student Teaching MC	MC (Grades 4-9) IS Inclusive Setting Urban/Suburban	9 weeks full-time placement	MC Cooperating Teacher and University Faculty in MC Education (Year internship on a MC team working with both MC & IS CT)
and EDT 476 Student Teaching IS	IS Setting (K-12) Urban/Suburban	6 weeks full-time placement	IS Cooperating Teacher and University Faculty in IS Education (Year internship on a MC team working with both MC & IS CT)